

6th Grade ELA - Year at a Glance

M/J Language Arts 1- Standard and Advanced Levels

This course defines what students should understand and be able to do by the end of 6th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

What is the purpose of this course?

The purpose of this course is to provide 6th grade students with an integrated study of English- Language Arts using reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence

- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing on sources (short and longer research) using text-based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

What will 6th grade students be expected to do?

In the 2022-2023 school year, SJCS D will continue to use the Florida B.E.S.T. Standards as the tool to guide ELA instruction in our schools. According to the [ELA B.E.S.T. Standards](#) (p. 78),

In grades 6-8, analysis and writing are the primary foci. Rhetoric is introduced in 6th grade [and continued to be studied in 7th and 8th]. In this grade band, students go from explaining theme to analyzing it. Students progress from examining character perspective to working with complex narrator types. Students are also being introduced to literature from historic time periods. This framework should help students in building a body of knowledge useful in being able to interpret multiple layers of meaning. In middle school, those periods are as follows:

- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

The FLDOE’s “Parent Guide for Sixth Grade English-Language Arts” is an excellent resource for the specifics of the ELA standards as they pertain to this grade level. You can access that document via this link: <https://www.fldoe.org/core/fileparse.php/7539/urlt/pgg-6-standards.pdf>

What will 6th Grade students be reading and discussing?

The standards and texts below will be covered by ALL 6th grade ELA teachers in SJCS D. Moreover, teachers have autonomy to use additional, appropriate supplemental texts, lessons, and projects to address the quarter’s spotlight standards as well as to introduce and review the other standards for the grade-level.

Quarter	Spotlight Standards	Spotlight Texts
Quarter 1: Fictional Narratives and Narrative Writing	Reading Strand: ELA.6.R.1.1: Literary Elements ELA.6.R.1.2: Theme ELA.6.R.1.3: Perspective and Point of View ELA.6.R.3.2: Paraphrase and Summarize Communication Strand- Writing: ELA.6.C.1.2: Narrative	- “All Summer in a Day” by Ray Bradbury- short story - “How Malcolm Learned to Read” by Clint Smith- poetry - <i>Warriors Don’t Cry</i> (excerpt) by Melba Pattillo Beales- memoir

	<p>Communication Strand- Grammar ELA.6.C.3.1: Correct use of pronouns</p> <p>Vocabulary Strand: ELA.6.V.1.1: Academic Vocabulary ELA.6.V.1.2: Morphology ELA.6.V.1.3: Context and Connotation</p>	
<p>Quarter 2: Poetry/Poetic Devices and Expository Writing</p>	<p>Reading Strand: ELA.6.R.1.4: Poetry ELA.6.R.3.1: Interpreting Figurative Language ELA.6.R.3.3: Comparative Reading</p> <p>Communication Strand- Writing: ELA.6.C.1.4: Expository</p> <p>Communication Strand- Grammar: ELA.6.C.3.1: Correct use of verbals (gerunds, infinitives, participial phrases)</p> <p>Vocabulary Strand: ELA.6.V.1.1: Academic Vocabulary ELA.6.V.1.2: Morphology ELA.6.V.1.3: Context and Connotation</p>	<ul style="list-style-type: none"> - “Tableau” by Countee Cullen- poetry - “Life Doesn’t Frighten Me” by Maya Angelou- poetry - “The House on the Hill” by Edwin Arlington Robinson- poetry - <i>The Miracle Worker</i> (excerpt) by William Gibson- play
<p>Quarter 3 Informational Texts and Argumentative Writing</p>	<p>Reading Strand: ELA.6.R.2.1: Structure ELA.6.R.2.2: Central Idea ELA.6.R.2.3: Author’s Purpose and Perspective ELA.6.R.2.4: Argument</p> <p>Communication Strand- Writing: ELA.6.C.1.3: Argumentative</p> <p>Communication Strand- Grammar: ELA.6.C.1.4: Use of comparative and superlative forms of adjectives</p> <p>Vocabulary Strand: ELA.6.V.1.1: Academic Vocabulary ELA.6.V.1.2: Morphology ELA.6.V.1.3: Context and Connotation</p>	<ul style="list-style-type: none"> - “The Magic Marker Mystery” by René Saldaña- play - “We’re On the Same Team” by Jacki Jing- letter - “Celebrities as Heroes: What Makes Someone a Hero?”- point/counterpoint essay - “Shree Bose: Never Too Young to Change the World” by Amanda Sperber- biography
<p>Quarter 4 Spiral Review, Research and Oral Presentations,</p>	<p>All B.E.S.T. Standards for the 6th grade year will be reviewed and/or covered in this quarter.</p>	<p>School-based teacher teams will decide on the works they use in this quarter; please contact your student’s teacher for specifics.</p>

Novel Studies, Creative Writing		
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What longer works might 6th grade students study?

In addition to the prescribed works listed above, teachers may choose to teach longer works in their entirety. The list below comprises those works approved by the FLDOE for 6th grade study. If a work is neither a textbook offering (StudySync) nor a B.E.S.T. Sample Extended-Length Text, then teachers will have completed the novel approval process before using the work for whole-class instruction.

StudySync Novel Studies	B.E.S.T. Sample Extended-Length Texts
<i>A Wrinkle in Time, L'Engle</i> <i>Eleanor Roosevelt: A Life of Discovery, Freedman</i> <i>Esperanza Rising, Muñoz Ryan</i> <i>Hoot, Hiaasen</i> <i>I Am Malala, Yousafzai</i> <i>One Crazy Summer, Williams-Garcia</i> <i>Roll of Thunder, Hear My Cry, Taylor</i> <i>The Lightning Thief, Riordan</i> <i>The Miracle Worker, Gibson</i> <i>The Story of My Life, Keller</i> <i>Touching Spirit Bear, Mikaelson</i> <i>Walk Two Moons, Creech</i>	<i>Bronze Bow, Speare</i> <i>Down, Down, Down: A Journey to the Bottom of the Sea, Jenkins</i> <i>Incidents in the Life of a Slave Girl, Jacobs</i> <i>Lincoln: A Photobiography, Freedman</i> <i>Little Britches, Moody</i> <i>Miracle on Maple Hill, Sorensen</i> <i>The Adventures of Pinocchio, Collodi</i> <i>The Book of Virtues for Young People: A Treasury of Great Moral Stories, Bennett</i> <i>The Devil's Arithmetic, Yolen</i> <i>The Phantom Tollbooth, Juster</i> <i>Tales of the Greek Heroes, Green</i> <i>Treasure Island, Stevenson</i>
<i>Hatchet, Paulsen</i> <i>A Long Walk to Water, Park</i> <i>Black Ships Before Troy, Sutcliff</i> <i>Harriet Tubman: Conductor on the Underground Railroad, Petry</i> <i>Little Women, Alcott</i>	<i>Hatchet, Paulsen</i> <i>A Long Walk to Water, Park</i> <i>Black Ships Before Troy, Sutcliff</i> <i>Harriet Tubman: Conductor on the Underground Railroad, Petry</i> <i>Little Women, Alcott</i>